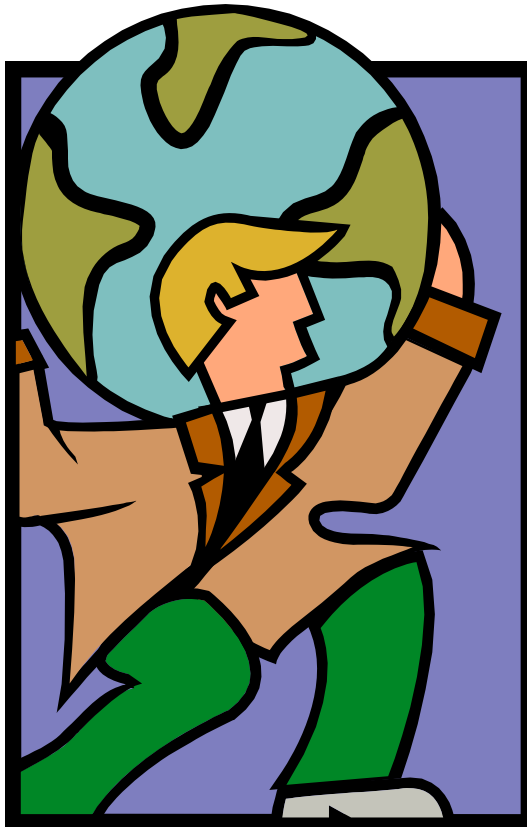


Section II:

Responsibilities



Responsibilities of Administrators for Cooperative Education Programs

The responsibilities of administrators are important to ensure quality cooperative education programs. The leadership and involvement of administrators is critical to the success of any program. The following key areas should be monitored to assure compliance with federal and state laws and state and local policies.

Facilitating Cooperative Education Programs

- Assure compliance with all state and federal policies and procedures
- Assure alignment of students' career cluster/pathway with their cooperative education experiences
- Respond to the needs of students, teacher/coordinators, business, industry, and labor
- Ensure that (CTSO) career and technical student organizations are available to all CTE students
- Assign appropriate classroom and office space for teacher/coordinator
- Provide telephone in teacher/coordinators' office
- Provide adequate time for the teacher/coordinator to perform coordination activities
- Maintain a sign out system for the teacher/coordinator
- Review required records and documentation ([training agreement](#), [training plans](#), documentation of conferences, employer contacts, etc.) maintained by teacher/coordinator
- Provide input on program strengths and weaknesses to the teacher/coordinator
- Select the teacher/coordinator based on appropriate certification and experience
- Collaborate with the teacher/coordinator to develop written policies for use in decision-making situations and provide guidance in achieving program goals
- Assist the teacher/coordinator in the selection of prospective students and in making school records available utilizing guidance services
- Recognize essential cooperative education program components in the high school curriculum as the related class, on-the-job training, [advisory committee](#), and [CTSOs](#).
- Review the school schedule to accommodate students in fulfilling their graduation requirements
- Provide the teacher/coordinator with professional development opportunities
- Visit the classes to become familiar with student activities
- Visit work sites with the teacher/coordinator for evaluation purposes
- Make provision for assembly programs and class meetings with prospective students to make them aware of available cooperative education programs
- Conduct an organized follow-up of CTE graduates ([511 IAC 8-2-Sec. 3-\(1\)\)](#)

The school corporation shall ensure that an organized follow-up of vocational graduates is accomplished on a 1 year and 5 year basis...(511 IAC 8-2 Sec. 3-(1))

Selection/Licensing of Teacher/Coordinators

Careful selection of the teacher/coordinator for cooperative education programs is vitally important. **The teacher/coordinator must be properly licensed and qualified for his/her roles and responsibilities. (See next page)**

The teacher/coordinator is the key component of effective and meaningful cooperative education programs. The teacher/coordinator is a member of the school staff serving in two capacities as teacher and coordinator. The teacher/coordinator must work effectively with people, motivating others to develop training relationships with business, industry, and labor.

The qualifications required for an effective teacher/coordinator is reflected in the following list of activities. A successful teacher/coordinator will be knowledgeable and effective in:

- Guiding and selecting students
- Enlisting and supervising the participation of employers
- Teaching the related class
- Assisting with educational needs of students
- Coordinating CTSO activities
- Administering the program by having a thorough knowledge of cooperative education guidelines and procedures
- Developing a personal training plan and a training agreement for each student
- Maintaining good public relations
- Providing instruction that includes the cooperative education related class standards, work place readiness skills, and specific skill sets related to the student's chosen career cluster/pathway
- Maintaining communication with business, industry, labor, and the school community
- Assisting students in adjusting to the work environment and in making personal adjustments
- Maintaining constant contact with students and employers through personal visits

These qualifications are detailed in the ["Responsibilities of the Teacher/Coordinator of Cooperative Education Programs"](#) section.

Assignment Code High School – Career and Technical Education – http://www.doe.state.in.us/dps/licensing/welcome.html						
Code	Course Title	Bulletin 94	Bulletin 192	Bulletin 400	Rules 46-47	Rules 2002
	Career and Technical Education – Cooperative Education					
5260	Business Cooperative Experiences (Related Instruction/On-the-Job Training)	<ul style="list-style-type: none"> Commerce 	<ul style="list-style-type: none"> Business Education 	<ul style="list-style-type: none"> Business Education with Vocational Business Endorsement 	<ul style="list-style-type: none"> Business Education with Vocational Business Endorsement 	<ul style="list-style-type: none"> Career and Technical Education: Business Services and Technology
5480	Cooperative Occupational Family and Consumer Sciences	<ul style="list-style-type: none"> Any Home Economics 	<ul style="list-style-type: none"> Any Home Economics 	<ul style="list-style-type: none"> Vocational Home Economics 	<ul style="list-style-type: none"> Consumer Homemaking Education Occupational Education 	<ul style="list-style-type: none"> Career and Technical Education: Family and Consumer Sciences
5892	Industrial Cooperative Training (Related Instruction)	No License Available	<ul style="list-style-type: none"> Local Coordinator Diversified Cooperative Education Teacher Coordinator 	<ul style="list-style-type: none"> Trade and Industrial Cooperative Teacher Coordinator 	<ul style="list-style-type: none"> ICT Endorsement Any Standard license with Trade and Industrial Education 	<ul style="list-style-type: none"> Any Career and Technical Education license with Trade and Industrial
5900	Interdisciplinary Cooperative Education (On-the-Job Training)	No License Available	<ul style="list-style-type: none"> Diversified Cooperative Education Teacher Coordinator 	<ul style="list-style-type: none"> Trade and Industrial Cooperative Teacher Coordinator Distributive Education Vocational Agriculture Vocational Business and Office Education Vocational Home Economics 	<ul style="list-style-type: none"> ICE Endorsement Any Standard Agriculture license Any Business Education with Vocational Business Any Standard Health Occupations license Any Standard Trade and Industrial license Marketing Education Occupational Education 	<ul style="list-style-type: none"> Any Career and Technical Education license with appropriate work experience
5902	Interdisciplinary Cooperative Education (Related Instruction)	No License Available	<ul style="list-style-type: none"> Local Coordinator Diversified Cooperative Education Teacher Coordinator 	<ul style="list-style-type: none"> Trade and Industrial Cooperative Teacher Coordinator Distributive Education Vocational Agriculture Vocational Business and Office Education Vocational Home Economics 	<ul style="list-style-type: none"> ICE Endorsement Any Standard Agriculture license Any Business Education with Vocational Business Any Standard Health Occupations license Any Standard Trade and Industrial license Marketing Education Occupational Education 	<ul style="list-style-type: none"> Any Career and Technical Education license with appropriate work experience
5990	Marketing Field Experience (Co-Op)	No License Available	<ul style="list-style-type: none"> Local Coordinator Diversified Cooperative Education Teacher Coordinator 	<ul style="list-style-type: none"> Distributive Education 	<ul style="list-style-type: none"> Marketing 	<ul style="list-style-type: none"> Career and Technical Education: Marketing
	Supervised Agricultural Experience (cooperative education)	<ul style="list-style-type: none"> Vocational Agriculture 	<ul style="list-style-type: none"> Vocational Agriculture 	<ul style="list-style-type: none"> Vocational Agriculture 	<ul style="list-style-type: none"> Any Standard Agriculture License Any Occupational Specialist I, II, or III in Agriculture 	<ul style="list-style-type: none"> Career and Technical Education: Agriculture

Source: <http://www.doe.in.gov/dps/licensing/assignmentcode/welcome.html>

Coordination/Accountability/Release Time

The teacher/coordinator must be given adequate time to coordinate his/her student's cooperative education experiences. The liability a school accepts by endorsing cooperative education programs without the required coordination time should be a major consideration. Quality cooperative education programs cannot exist if proper coordination does not take place.

Effective coordination means more than just visiting the students' work sites. Coordination activities include but are not limited to:

- [Selecting work sites](#)
- Conferring with parents/guardians, students, and work site supervisors
- [Visiting work sites](#) to monitor student progress
- Preparing [training agreements](#) and establishing and updating [training plans](#)
- Maintaining teacher/coordinator records
- Planning and hosting employer orientation workshops
- Planning and hosting employer/student recognition events
- Developing new work site prospects
- Conducting employment surveys
- Conducting hazardous equipment surveys (511 IAC 8-2-Sec. 5-(2))
- Formulating individualized instructional strategies

<i>The school corporation shall ensure that the student-to-teacher ratio for the program is commensurate with the particular program. (511 IAC 8-2 Sec. 4-(1))</i>
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<i>The release time must be at the same time the students are released for on-the-job training. (511 IAC 8-2 Sec. 5-(7))</i>
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To ensure quality in the coordination and administration of cooperative education programs, coordination time for teachers must be provided using the following guidelines.

A minimum of 10 hours of release time per week for up to 20 students is recommended. An additional 30 minutes per student per week of release time is recommended for programs with over 20 students to allow the teacher/coordinator to complete coordination activities.

The teacher/coordinator with 20 or more students needs a minimum 2-4 week extended contract to make business/community contacts, facilitate placement of students, and develop program coordination. The teacher/coordinator performs the following duties:

- Meets with students to assist with employment preparation (résumés, reference letters, and interviewing skills)
- Conducts follow up meetings after the initial interview(s)
- Confers with existing work site supervisors to secure positions for future employment
- Secures new work sites
- Meets with parents/guardians for orientation
- Makes site visits to sign [training agreements](#) and establish [training plans](#)

The periods in the school day and the teacher/coordinator's contracts ultimately determine the number of students the teacher/coordinator can supervise. Unencumbered time (no hall duty, lunch supervision, homeroom, etc.) before and after the students' school day as well as extended day contracts can be utilized to meet coordination requirements. *These guidelines are created to protect all parties involved.*

Responsibilities of Parents/Guardians for Cooperative Education Programs

Parents/guardians should:

- Understand that career exploration/preparation is the goal of the program
- Provide guidance in career selection of career cluster/pathway
- Approve the child's involvement in the cooperative education program
- Support the policies of the program
- Sign appropriate forms for student participation in cooperative education
- Work cooperatively with teacher/coordinator and student in solving school, work, and home issues
- Give student permission to drive from school to work site or be responsible for providing transportation for the student to and from the place of employment and provide proof of auto and liability insurance. Transportation exceptions may be necessary for special population students.
- Assume general legal responsibility for the actions of the student while employed by the work site
- Provide time for conferencing with teacher/coordinator
- Become knowledgeable concerning the purposes and procedures of the [training plan](#)
- Provide encouragement and assistance to ensure the student receives the maximum benefit from the cooperative education experience



Responsibilities of Students for Cooperative Education Programs

Students should:

- Maintain a good attendance and school performance record
- Complete and sign appropriate forms
- Comply with the [training agreement](#)
- Participate in a CTSO
- Maintain up-to-date weekly work reports and cumulative hour summaries
- Cooperate with teacher/coordinator in securing appropriate on-the-job placement
- Comply with the policies and procedures of the work site
- Notify teacher/coordinator and employer if unable to work
- Have transportation to and from the work site and proof of insurance
- Participate in employer recognition activities
- Cooperate with the work site supervisor and teacher/coordinator, engage in the work as a learning experience, observe business etiquette, and abide by safety rules
- Furnish the teacher/coordinator with requested information
- Sign waiver for specified release time associated with the cooperative education program if choosing to attend additional classes during the school day
- Demonstrate honesty, punctuality, courtesy, cooperative attitude, proper health and grooming habits, and a willingness to learn both in the related class and the work site
- Remain with the employer for the duration of the training period except by mutual agreement of all parties
- Maintain confidentiality guidelines



Responsibilities of the Teacher/Coordinator for Cooperative Education Programs

Related Classroom Instruction ([Monthly Planning Calendar in Appendix A](#))

- Organize classroom/lab for instructional activities ([511 IAC 8-2-Sec. 5-\(4\)](#))
- Explain course goals and purposes to students
- Use appropriate state standards, curriculum materials, and [CTSO](#) activities as a basis for planning instruction
- Plan instructional strategies to meet individual training needs
- Continually evaluate classroom instruction and on-the-job training to align with each student's chosen career cluster/pathway
- Select and/or develop appropriate materials for related instruction
- Provide the opportunity for students to participate in the appropriate [CTSO](#)
- Encourage and facilitate the use of technology in educational experiences of students
- Assist students in completing career portfolios

Coordination

- Visit businesses to select appropriate work sites
- Prepare [training agreements](#)
- Develop [training plans](#) with the assistance of the work site supervisor
- Develop new work site prospects
- Approve all work sites and match appropriate placements with student's career cluster/pathway
- Orient new work site supervisors
- Visit work sites two to three times per grading period to confer with training supervisors concerning student performance and progress
- Resolve any issues that may arise between the student and the work site supervisor
- Maintain student records
- Adjust training plans each grading period with the assistance of the work site coordinator
- Adjust student placements as needed
- Confer with parents/guardians, students, administrators, and work site supervisors
- Ensure that work site supervisors provide consistent, effective guidance and supervision in accordance with students' [training plans](#)
- Comply with local, state, and federal laws relating to cooperative education, safety, and employment of minors ([511 IAC 8-2-Sec. 5-\(3\)](#) and [511 IAC 8-2-Sec. 4-\(2\)](#))
- Visit work sites to observe students ([511 IAC 8-2-Sec. 5-\(7\)](#))
- Plan and attend advisory committee meetings
- Coordinate the planning of employer appreciation/student recognition events

- Conduct program evaluation surveys from current work site supervisors.
- Collect or explore employment data in the community to assist in expanding the scope of workplace experiences
- Conduct hazardous equipment surveys ([511 IAC 8-2-Sec. 5-\(2\)](#))
- Attend professional development conferences/workshops specific to CTE
- Attend community functions (Rotary, Kiwanis, Chamber of Commerce meetings, etc)

Administration

- Interview prospective students for entry into the program
- Work with guidance counselors to facilitate the proper placement of students in the proper cooperative education program
- Assist students in making other course selections related to career clusters/pathways
- Meet with students prior to the start of school to assist with employment preparation
- Confer with work site supervisors to secure positions
- Ensure that students are employed in a job directly related to their career cluster/pathway
- Provide parent/guardian orientation
- Review and complete [training agreement](#) and [training plan](#) with each student, work site supervisor, and parent/guardian
- Update [training plan](#) each grading period to broaden student experiences at the work site
- Ensure that all legal requirements have been met
- Document coordination visits and conferences with work site supervisors and students
- Maintain accurate and current coordination records
- Maintain accurate and current student files with required signatures
- Use appropriate evaluation instruments to measure student achievement of performance expectations on the job
- File [site visit reports](#) with school administration
- Submit a list of cooperative education students' names, career clusters/pathways, work sites, and job titles to your principal and workforce development education administrator(s) as requested
- Manage time effectively while balancing school and community responsibilities
- Select [advisory committee](#) members and assist with coordination of meetings

Public Relations

- Visit employers to encourage their cooperation in establishing/maintaining the cooperative education program components
- Organize participation in community and civic activities for student and teacher/coordinator
- Promote cooperative education programs through [CTSO](#) activities and community projects

- Plan employer/employee event with students during the school year to honor employers who have provided work sites for training students
- Conduct community surveys to determine appropriate types of work sites
- Develop brochure/handbook on cooperative education programs to distribute to business, industry, and labor and school community
- Promote within the school using technology, brochures, displays, and articles in the school newspaper

Professional Development

- Keep license current
- Participate in teacher/coordinator internships when possible
- Participate in local, state, and national professional organizations
- Stay abreast of current research, developments, and technology in the professional field
- Participate in an orientation program for teacher/coordinators
- Remain current on state and federal labor laws
- Attend professional development conferences, workshops, and seminars

Program Promotion

Cooperative education programs offer real and tangible value to business, industry, and labor and the school community. Promotion of cooperative education programs in the community and at school is essential to ensure its quality and success. It is vital that the teacher/coordinator promote cooperative education programs to both internal and external audiences.

Internal Audiences

Administration:

- Invite to parent/guardian orientation meeting
- Invite to go on a site visit
- Invite for lunch in fall and spring to update on program
- Invite to participate in a class activity
- Update on student achievement
- Update on participation in [CTSO's](#)
- Invite to employer appreciation event
- Prepare an annual report

Counselors:

- Communicate regularly
- Invite for coffee break
- Invite for lunch in fall and spring to update on program
- Invite to go on a site visit
- Update on participation in [CTSO's](#)

- Prepare video for counselors to use in scheduling process
- Involve in student selection process
- Invite to employer appreciation event
- Prepare an annual report

Faculty/Staff:

- Stuff mailboxes with pencils engraved with [CTSO](#)
- Provide small treat for holiday promoting CTE programs
- Provide small treat for teacher appreciation week
- Ask for recommendations in identifying students for the program
- Arrange faculty visits to the classroom
- Inform faculty of individual student accomplishments
- Invite to employer appreciation event

Students:

- Recruit through direct mailings, brochures, posters, and bulletin boards
- Prepare newspaper releases
- Encourage student-to-student recruiting
- Showcase student work and accomplishments
- Attend graduation ceremonies of other programs within the school
- Visit classes to promote CTE programs
- Prepare announcements for public address system
- Post notices on school website

External Audiences

Business, Industry, and Labor:

- Create direct mailings, brochures, and press releases
- Make personal contacts
- Recruit [advisory committee](#) participation
- Provide recognition plaques and certificates
- Organize employer recognition event
- Present programs to civic organizations
- Recruit guest speakers
- Recruit judges for [CTSO](#) competition
- Organize student community service project

Parents/Guardians:

- Communicate through direct mailings, phone calls, brochures, and individual conferences

- Invite to open house and parent/guardian orientation
- Invite to visit the class
- Invite to assist with program activities

Document Management

Keeping accurate records is the responsibility of the teacher/coordinator. A considerable amount of data is generated in the initiation and operation of a cooperative education program. [Sample forms are located in Appendix E of this manual.](#)

Information contained in student files is subject to review by administrators, parents/guardians, and students over 18. Therefore, use careful judgment in the choice of information placed in student files. Administrators may ask coordinators to maintain [site visit records](#). This tool can aid the teacher/coordinator in documenting conversations or meetings with students and employers.

It is recommended the following records be kept for each current student:

- [Cooperative education program application](#)
- Proof of age
- [Training agreement](#)
- [Training plan](#)
- [Weekly work reports](#)
- [Cumulative wage and hour summary](#)
- [Site visit record](#)
- [Evaluations](#)
- Permission and consent forms
- Copies of work permit as required by state government (See Section IV Health Issues)
- Social security information
- Copies of health permits as required by the Indiana Department of Education
- Driver's license and car insurance information
- Waiver of student's right to release time during school day if student is employed only after school hours
- Student's job application
- Parent's/guardian's name, home/business addresses, phone numbers
- Resumé (personal data sheet)
- Career interest information
- Work site information
- Student conference records
- Pay stubs

Since the Indiana academic code indicates a one and five-year follow-up on students, [\(511 IAC\)](#)

8-2 Sec. 3-(1)) the following records should be kept for a minimum of five (5) years:

- Training agreement
- Training plan
- Cumulative wage and hour summary
- Evaluations

Employer Appreciation and Recognition

People like to be recognized and appreciated for the work they do. A variety of methods may be used to recognize the contribution of employers. Many cooperative education programs sponsor an employer appreciation event such as a banquet, picnic, carry-in dinner, breakfast, or luncheon.

The appreciation event is used to:

- Acquaint people with the scope of the cooperative education program
- Involve the school administration with cooperative education program relationships
- Recognize business, industry, and labor individuals and groups who have made outstanding contributions to the cooperative education program
- Recognize student leadership and achievement
- Develop pride and group spirit for those involved with cooperative education program

The most widely used professional activity for employer appreciation is the [Employer/Employee Banquet](#). This project is used more than any other single activity to create goodwill in the community. A successful Employer/Employee Banquet is the result of thorough planning and the assignment of specific responsibilities.

Planning for the Employer/Employee Banquet should follow these guidelines:

- The simplest method to finance a banquet is to assess students for the costs of the banquet, which may be paid in installments to teach budgeting and fiscal responsibility. Money for the banquet may also be earned through projects. Some programs sell a page of advertising in the local newspaper for banquet financing.
- The coordinator must assume responsibility for securing a banquet location.
- Students should preside at the banquet and perform all functions in preparation for the banquet under the supervision of the coordinator.
- A timetable should be set up early in the fall to cover the multiplicity of details. This timetable may include publicity, finance, program, and physical arrangements.
- The guest list might include employers, [advisory committee](#) members, school administrators, school board members, counselors, State Senators, State Representatives, prospective work site supervisors, and parents/guardians.
- Students should practice speeches.
- Students should create the image for the program and it must reflect proper social training.
- Students should dress appropriately.
- Students should be knowledgeable about table manners and etiquette.
- Student should be seated with employers.

- A Master of Ceremonies (student) should be carefully selected and trained. Also, an alternate should be selected and trained.
- Program activities may include the following:
 - ♦ A speaker
 - ♦ Musical group rather than a speaker
 - ♦ Students skits, plays, talent shows, and entertainment
 - ♦ Brief talks by several students or several training sponsors
 - ♦ Visuals of work sites
- Use a speaker from outside the school environment. He/she should be informative as well as entertaining and should speak for about twenty (20) minutes with a message for a student audience rather than an employer audience. Suggestions for speakers include:
 - ♦ Company representatives
 - ♦ State Senators
 - ♦ [Advisory Committee](#) members
 - ♦ Local civic club representatives
 - ♦ Local elected officials
 - ♦ Graduates of cooperative education programs
- The speaker may or may not be paid. All necessary arrangements should be made, however, for the speaker. For example, the meal is provided and a student may arrange transportation.
- The speaker's biographical sketch and picture should be secured for publicity, and then submitted to the local newspaper for public relations purposes. Include the names of the students and the name and address of all the work sites in the news article.
- Present Certificates of Appreciation to all employers
- Present special awards:
 - ♦ Recognize student achievement
 - ♦ Classroom award
 - ♦ On-the-job award
 - ♦ Attitude award
 - ♦ Attainment of special certifications
 - ♦ District and state competition winners in the [CTSO's](#)
 - ♦ Induction of new officers in the [CTSO's](#)
 - ♦ Youth award winners
 - ♦ Industry recognized certifications
 - ♦ Outstanding Service Awards to individuals who made a special contribution to the program during the year

Responsibilities of Work Site Supervisors for Cooperative Education Programs

Work site supervisors should:

- Understand the objectives of the cooperative education program
- Interview and select students for employment without regard to sex, race, color, national origin, creed, or handicapping condition
- Provide early and thorough student orientation to job duties, responsibilities, and safety
- Work with the teacher/coordinator and students in developing and maintaining a [training plan](#)
- Provide feedback to the teacher/coordinator on student performance via [site visits](#), emails, and telephone calls
- Provide adult supervision to student worker while on the job
- Complete a written evaluation provided by the teacher-coordinator for each grading period
- Provide activities that will contribute to achieving the required performance competencies
- Employ the student a minimum of 15 hours per week during the school year
- Adhere to all federal and state child labor laws and regulations

